

St Peter's C of E Primary School



Spoken Language Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

English makes the major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Aims and Objectives for the Teaching of Spoken Language at St Peter's CEP School:

We understand that a large percentage of children entering our Reception class come with spoken language skills that are below national standards. To redress this discrepancy, staff strive to:

- Be role models of correct spoken language, using Standard English
- Sensitively explore and celebrate the diversity of regional dialect while raising children's understanding of the importance of commanding a range of language styles, from informal to formal
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Develop children into confident, articulate speakers who are able to express themselves and their ideas clearly
- Use Standard English at all times when interacting with children
- Pick up on non-standard language errors in written work through rigorous marking (see marking policy)
- Establish an ethos of supportive criticism amongst staff and pupils where non-standard dialectal features are identified and converted into Standard English
- Develop children's vocabulary by modelling and encouraging the use of synonyms rather than simply accepting first ideas
- Draw on texts read within class as a way to explore and collect effective language use and vocabulary extension

- Provide opportunities for children to orally rehearse and present their ideas to different audiences

Assessment and Record Keeping

Assessment for spoken language in EYFS falls within the remit of the Communication and Language section of the EYFS curriculum and is assessed in its own right. From Key Stage 1 onwards, spoken language will be assessed through reading and writing, and in the other subjects of the wider curriculum. Ongoing, informal assessments are made by teachers and are used to inform their planning.

Approaches to teaching Spoken Language

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English.’ They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

As part of our daily practice, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. This begins when children enter the EYFS class, where talk partners are introduced, and it continues throughout school. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. They are encouraged to listen and respond to literature, and to give and receive instructions. They also develop the skills of participating effectively in group discussions. Across the curriculum, significant emphasis is put on learning opportunities which promote good spoken language skills. These include:

- provision of role play and drama opportunities to enliven and enrich children’s understanding of character and relationships
- the opportunity to present ideas to various audiences, including their peers, parents, governors and the school council
- regular use of talking partners across the curriculum to allow children to develop their thoughts

Throughout the curriculum, children are exposed to specific or technical vocabularies, which they will use in both spoken and written work. Teachers encourage and model the use of new vocabulary in spoken and written language and record new vocabulary on a working wall to support future use. In line with the school ethos the children are encouraged to talk respectfully to those around them, whatever their role within the school community.

Early Years Foundation Stage

Communication and Language is a priority in the EYFS. Opportunities for high quality talk time are planned for by the class teacher. These opportunities are planned for and documented in medium term planning, as well as, termly reviews of planning for securing a good level of development.

Children who are assessed as needing support in communication and language access the NELL programme with a trained teaching assistant three times a week.

Marking for improvement

Children are given the opportunity to respond to marking. The marking of writing includes addressing errors which stem from non-standard English being spoken. These are dealt with in a sensitive but rigorous fashion.

SEN/Able Pupils

Staff identify children with spoken language difficulties as soon as possible, most frequently upon entrance to EYFS. Children with specific speech and language and auditory problems are identified and, where appropriate, specialist help sought.

Talk partners are used in all areas of the curriculum. Adults spend time modelling effective use of talk partners to ensure children use a high standard of spoken language. During English sessions, SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI leader if required.

Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children. Power of Reading lessons are planned by the class teacher, taking into account the abilities of the children in their class. Children are all appropriately challenged and high expectations set.

EAL Pupils

EAL pupils are supported with their learning of the English language in a targeted but sensitive manner. Teachers work with the SENCO so they are able to support EAL children in their classes. This may be in the form of translations, differentiated activities or substitution tables.

Monitoring and Review

- Lesson observations of the teaching of English take place throughout the year and any problems are addressed immediately.
- Checks are in place to ensure the English expectations are being followed in each classroom.
- Book scrutiny sessions take place throughout the year and action points are discussed and reviewed.
- The English leader is available to support teachers in their planning where requested/required.
- The English leader is responsible for reporting to the governors about the quality of the implementation of spoken language strategies and the impact on standards.

Reviewed October 2024